



# CLUSTER

advanCing youth and women social  
inclusion in The mEditerRanean



## Private Sector ORIENTED CATALOGUE

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**DATE: JANUARY 2023**



This document has been produced with the financial assistance of the European Union under the ENI CBC Mediterranean Sea Basin Programme. The contents of this document are the sole responsibility of the Business Women Forum-Palestine and Cyprus Chamber of Commerce and Industry and can under no circumstances be regarded as reflecting the position of the European Union or the Programme management structures. The project's total budget is € 1,108,162.62 and it is financed for an amount of €997,346.36 (90%) by the European Union (2014-2020 ENI CBC Med Programme).

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## Abbreviations

|             |                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------|
| ENI CBC Med | Cross-Border Cooperation initiative implemented by the EU under the European Neighbourhood Instrument |
| NEETs       | Not Employed, Not Educated, Not trained people                                                        |
| TVET        | Technical and Vocational Education and Training                                                       |
| SDGs        | Sustainable Development Goals                                                                         |
| BaCE        | Blue and Circular Economy                                                                             |
| SEAs        | Social Economy Actors                                                                                 |
| BOs         | Business Operators                                                                                    |
| BDC         | Business Development Centre                                                                           |
| UfM         | Union for the Mediterranean                                                                           |
| WP          | Work Package of CLUSTER project                                                                       |
| RFGDs       | Regional Focus Group Discussions                                                                      |
| NARC        | National Agricultural Research Centre                                                                 |
| SMEs        | Small and Medium Enterprises                                                                          |
| CSR         | Corporate Social Responsibility                                                                       |
| LDCs        | Least Developed Countries                                                                             |

## Chapter 1: Introduction

CLUSTER Project, “advancing youth and women social inclusion in the Mediterranean” is a one of ENI CBC Med projects under the thematic objective of promoting social inclusion and fighting against poverty, giving priority to youth, (NEETs) and women rehabilitation.

CLUSTER’s Objective is to address NEETs unemployment in the Mediterranean by tackling the following 3 aspects:

- Training and upskilling NEETs to cope with the labour market’s needs in sustainable sectors;
- Reinforcing links between TVET, private and social economy sectors;
- Engaging public institutions and policy-makers in providing a supportive environment for employment policies.

The purpose of these interventions is to include the social and the environmental priorities in employment policies taking into account the post-COVID recovery period, and to Reskill and upskill NEETs and women according to the new reality in order to better respond to the labour market needs. CLUSTER also seeks to include social economy as part of the solution and support local, regional and national authorities in their employment policies by providing them with action plans and recommendations based on successful experiences.

### THE SUSTAINABLE ECONOMY SECTORS TARGETED BY CLUSTER:

**Green Economy** is defined as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.

**Circular Economy** refers to an economic model that focuses on eliminating waste; increasing reuse, recycling and recovery of materials; reducing use of finite resources and shifting to renewable alternatives; and decreasing negative elements such as pollution

**Blue Economy** comprises a range of economic sectors and related policies that together determine whether the use of ocean resources is sustainable, while the World Bank connected the blue economy directly to livelihoods and job creation and define it as “sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem”. CLUSTER project focuses on Aquaponics as one of its capacities building thematic sectors, which is an emerging industry embracing circular economy principles to reduce the strain on our ocean.

**Sustainable Agriculture** is a type of agriculture that focuses on producing long-term crops and livestock while having minimal effects on the environment, trying at the same time, to find a good balance between the need for food production and the preservation of the ecological system within the environment.

## PROJECT PARTNERSHIP:

CLUSTER is implemented in 7 Mediterranean Countries; Spain, Italy, Cyprus, France, Jordan, Palestine, Tunisia.

Where the below are the project partners in each country.

Lead beneficiary, The European Institute of the Mediterranean, Spain, Catalonia.

Partner 1, ARCES Association, Italy, Sicilia

Partner 2, Cyprus Chamber of Commerce and Industry, Cyprus

Partner 3, CDE Petra Patrimonia, France, Provence-Alpes-Côte d'Azur

Partner 4, National Agricultural Research Centre, Jordan

Partner 5, Business Development Centre, Jordan, Amman

Partner 6, Business Women Forum, Palestine

Partner 7, General Agency for Regional Development, Tunisia

## HOW DOES THIS CATALOGUE CONTRIBUTE TO THE OVERALL OBJECTIVE OF THE CLUSTER PROJECT AS DEPICTED ABOVE?

This Catalogue aims to reach out to the private sector, to existing Social Economy Actors as well as other Business Operators exploring the potential of shifting their business practices into Social Economy, with the aim of making them aware of the five training curricula developed under the CLUSTER project.

At the same time, it proposes innovative approaches, combining good practices and methodologies, already developed under other projects capitalized by CLUSTER; namely [BlueSkills](#), [EGREJOB](#), [HELIOS](#), [Maharat Med](#) and [RESMYLE](#).

All of these with the **mission of recruiting the private sector into the further promotion, reskilling and upskilling of youth and women in Sustainable Economy sectors.**

## Chapter 2: Why Sustainable Economy?

### THE CORE OF SUSTAINABLE ECONOMY

In theory, economy exists to support society and enhance human well-being. It is the system within a society where limited resources (land, labour and capital) are managed fairly and sustainably.

Economy literally means “household management”, and it is derived from the Greek words oikos, that means “house” and nomos which means “custom” or “law”. Economics is the social science that studies the factors which determine the production, distribution and consumption of goods and services. The ultimate goal of economics is to improve living conditions of people in their everyday life.

An ideal and sustainable economy is one which provides for the greatest amount of general well-being with the least amount of resource use, taking into account the environmental and social aspects. In economic terms, to be truly sustainable, the overall demand for natural resources must be less than nature’s renewable supply of resources while meeting the needs of the present does not compromise the ability of future generations to meet their own needs. Thus, building capacity in the sustainable economy sectors became a requirement, not a luxury.

### UNITED NATIONS – SDGS SUSTAINABLE DEVELOPMENT GOALS

According to the [Sustainable Development Goals Report 2022](#), the proportion of the world’s youth not engaged in either education, employment or training (NEETs) increased from 21.8% in 2015–2019 to 23.3% in 2020, due to the pandemic.

This represents an increase of almost 20 million women and men aged 15 to 24. Although youth represented only 13% of total employment before the crisis, they made up 34.2% of the 2020 decline in employment.

Meanwhile, both technical and vocational education and on-the-job training suffered massive disruptions, forcing many young people to quit their studies. Globally, young women are much more likely than young men to find themselves unemployed and without education or some form of training programme to fall back on. In 2020, the NEET rate was 31.5 %for young women, compared to 15.7 %for young men.

The development and implementation of national youth employment strategies is increasing across most regions. More than half of the 81 reporting countries in 2021 have operationalized such strategies, while slightly less than one third have developed one, but have not provided conclusive evidence on implementation.

Small-scale farmers are the backbone of agriculture. Yet, despite their importance in combating hunger, small-scale food producers are often among the most vulnerable groups in rural areas and within the agro-food system. The income of these small-scale producers continues to lag behind those of their larger-scale counterparts, with more pronounced differences in higher-income countries. Small-scale farmers who are women are further disadvantaged.

Although the productivity of food production units headed by men and women is similar, the average annual income of units headed by women is between 50% and 70% that of men, in half of the countries with available data. Working poverty rate rose for the 1st time in 2 decades by 0.5% between 2019 to 2020 resulting in pushing additional 8 million workers into poverty. Women accounted for 39% of total employment in 2019, however women counted 45% of global employment losses in 2021.



The unsustainable patterns of consumption and production are root cause of climate change, biodiversity loss and pollution. 13.3% of the world's food is lost after harvesting and before reaching retail markets, adding on this that 17% of food is wasted at the consumer level. Energy related CO<sub>2</sub> emissions increased 6% in 2021, reaching highest level ever.

Rising global temperature continue unabated, leading to more extreme weather. Climate change continues to have its negative impact on food security, coral reefs, sea level, drought and its related displacement for millions of people as well as the expected increase by 40% of medium to large - scale disasters from 2015 to 2030.

Although the global economy began to rebound in 2021, bringing some improvement in unemployment, recovery remains elusive and fragile. Recovery patterns also vary significantly across regions, countries, sectors and labour market groups. Developed economies are experiencing a more robust recovery, while LDCs continue to struggle with weak economic growth and labour market fallout due to workplace closures. Many small firms, particularly those in low- and lower-middle-income countries, are especially disadvantaged, with limited capacity to remain viable. Labour market groups are the most affected by the crisis – women, youth and persons with disabilities – are the last to recover.

The droughts, floods and heatwaves brought on by climate change are putting additional pressure on food production in many regions of the world. Parts of Africa and Central and South America are already experiencing increased, sometimes acute, food insecurity and malnutrition due to floods and droughts.

Other projected impacts include devitalized soils, increased pest infestations and disease as well as weakened ecosystem services, such as pollination. Agricultural expansion is driving almost 90% of global deforestation, including 49.6 % from expansion for cropland and 38.5 % for livestock grazing. New and innovative agricultural methods are needed.

In light of these facts, CLUSTER's project intersects and pours directly and indirectly to the Sustainable Development Goals, specifically:

- SDG 1: No poverty
- SDG 5: Gender equality
- SDG 8: Decent work and economic growth
- SDG 12: Reasonable consumption and production
- SDG 13: Climate action
- SDG 15: Life on land

## HOW DOES THE CLUSTER PROJECT ADDRESS THE SDGS?

The CLUSTER project area has been facing serious socio - economic challenges which have been further aggravated by COVID-19. The pandemic has led to scaling back demand across sectors and skyrocketing unemployment, thus increasing numbers of citizens at risk of poverty and social exclusion. The most vulnerable groups, youth and women, have been particularly affected by the pandemic - related economic hardships.

Changing labour market demands and the growing importance of diversifying and investing in sustainable economy sectors to better cope with future economic and climate crises require reskilling and upskilling of the most vulnerable groups, youth and women, as part of an effective response to such challenges, thus creating new occupations.

This is where CLUSTER comes in to meet these demands, by equipping NEETs, and women, with employability skills in four Sustainable economy sectors, through the development of suitable training materials, and the adoption of best practices and innovative approaches in sustainable economy developed under other projects, as well as by reinforcing and building networks among important stakeholders for a supportive environment and formulation and implementation of employment schemes.



## Chapter 3: CLUSTER Capacity Building for Young NEETs and Women in Sustainable Economy

### CLUSTER'S METHODOLOGY TO ADDRESS THE ACTUAL MARKET NEED RELATED TO THE EMPLOYMENT CAPACITY

According to the 'Green Job Database', developed under the EGREJOB ENPI CBC Project, several new jobs will be needed in order to boost the GREEN transition and to achieve the 2030 'Green Deal' goals (found Annex 3).

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Green Economy<br/>and Agriculture</b> | Organic Agronomists<br>Energy Managers<br>Project Managers for Incentive Management<br>Farm and Home Management Advisors<br>Forest and Conservation Workers and Technicians<br>Soil and Plant Scientists<br>Eco-Innovation Experts<br>Bio-Agriculture Experts<br>Geothermal Production Managers<br>Wind Energy Engineers<br>Solar Energy Systems Engineers<br>Food Safety and Quality Experts<br>Food Supply Chain Technicians |
| <b>Public Sector and Research</b>        | New Normative and Regulation Advisor (technical, judicial-economic profiles).<br>Green New Deal Program Management Advisors.<br>Climate Change Analysts<br>Environmental Economists<br>Environmental Scientists and Specialists<br>Geoscientists<br>Agricultural Inspectors<br>Regulatory Affairs Specialists<br>EU/international Funds Project Managers<br>Urban and Regional Planners<br>Biotechnologist.                    |
| <b>Utilities</b>                         | Renewable Energy Plants Production and Maintenance (technical profiles).<br>Environmental Engineers.<br>Bioenergy and Bio Architecture Specialists.<br>Project and Smart Grid Experts.<br>Smart Grids and IT device Production Specialist (i.e., monitoring switchboard, new generation electric meters).<br>Power Plant Operators<br>Solar Energy Installation Managers                                                       |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Circular Economy</b> | <p>Waste Transformation and Disposal Implant Design Engineers.<br/>Waste Collection and Transformation Technicians<br/>Environmental Recovery and Remediation Technicians.<br/>Industrial Ecologists<br/>Recycling and Reclamation Workers<br/>Recycling Workers and Coordinators<br/>Brownfield Redevelopment Specialists and Site Managers<br/>Biofuels/Biodiesel Technology and Product Development Managers<br/>Biomass Power Plant Technicians and Managers</p> |
| <b>Blue Economy</b>     | <p><b>Aquaculture technicians</b><br/>Coastal Tourism Experts<br/>Marine Biotechnology Experts<br/>Energy Engineers and Technicians Specialized in Ocean Energy<br/>Mining Engineers and Technicians Specialized in Seabed Mining<br/>Marine and Agrifood Technology Experts<br/>Environmental Health and Safety Experts<br/><b>Aquaponics and Hydroponics Experts</b><br/>Water Resource Specialists<br/>Fishing Tourism Operators</p>                              |

Based on the above emerging occupations, CLUSTER'S project partners undertook desk and field research<sup>1</sup> to define the training needs of young NEETs and women in the sustainable economy.

Similarly, they conducted field research as well as a quantitative analysis<sup>2</sup> to assess the skills gap among the private sector and social economy actors, with a particular emphasis on the four sectors of sustainable agriculture, blue, circular and green economy. At the same time, the potential of each sector was identified at each partner country level in terms of business development and job creation.

These led to the adoption and re-formulation of the below CLUSTER's training curricula (please refer to Annex 2) which addresses the following sectors:

- Aquaponics
- Hydroponics
- Sustainable Food Processing
- Organic Farming

In addition to the above, the project decided to make use of a soft skills training programme too, as this was an important aspect stemming from the research phase of the project.

<sup>1</sup> <https://www.enicbcmed.eu/cluster-engaged-1458-young-people-and-women-7-mediterranean-countries-know-about-their-professional>

<sup>2</sup> <https://www.enicbcmed.eu/cluster-publishes-consolidated-technical-sector-report-analysing-state-art-its-four-sustainable>

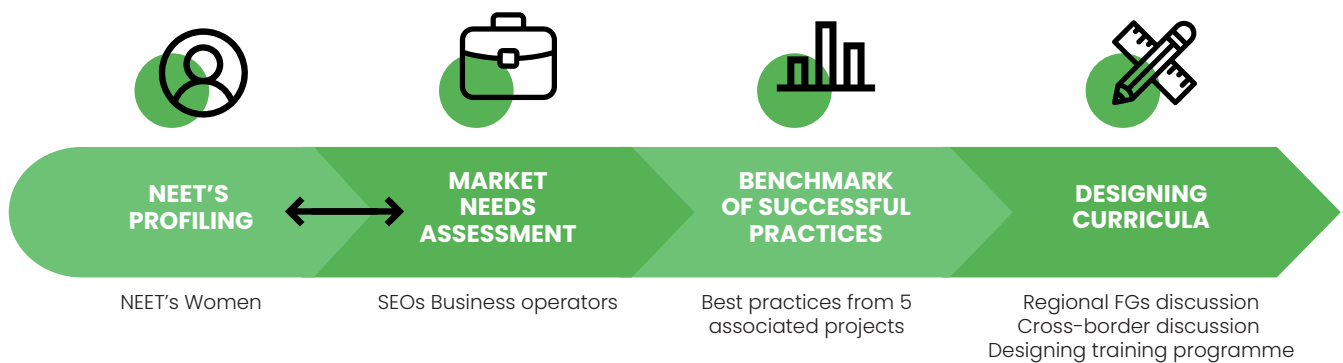
## EXCHANGE MECHANISM OF CLUSTER AND THE CAPITALIZATION PROCESS

With the active participation of stakeholders across the partner regions, and in order to create inclusive training materials, a series of [regional focus groups](#) were organised in the Mediterranean countries and regions where the project is being implemented, to discuss the materials' strengths and areas of improvement.

These were followed by [two cross-border workshops](#) that were held in Amman, Jordan. Their goal was to debate at the regional level the results of these focus groups, to raise awareness at the cross-border level and finalise, through the feedback received, the Catalogue of new trainee-oriented Curricula in the field of sustainable economy.

Thus, CLUSTER's project developed training curricula that correspond to the real needs of the market in the CLUSTER's partner regions. This way, the trainee-oriented curricula will reduce the mismatch between the labour market demand and youth skills, increasing job opportunities for unemployed young people, especially women.

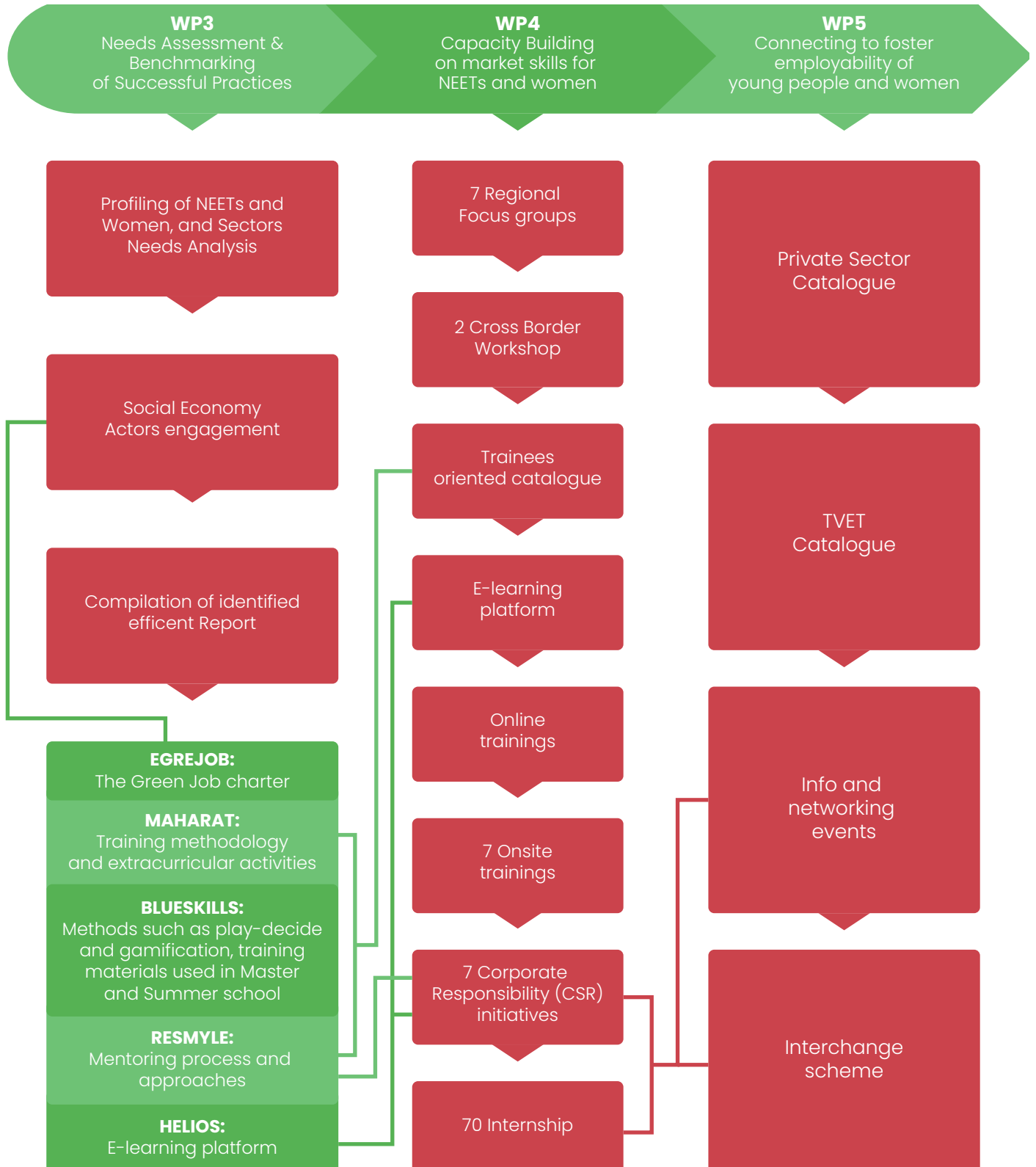
This can be depicted as follows:



## CLUSTER methodology to reduce the gap between the Sustainable Economy market needs and the capacity of NEETs

CLUSTER capitalizes on outputs produced and best practices identified under five projects financed by other EU programmes (including ENI CBC Med), namely: [BlueSkills](#), [EGREJOB](#), [HELIOS](#), [Maharat Med](#) and [RESMYLE](#). (found in Annex 2).

The below diagram depicts the capitalization process of CLUSTER and the exchange mechanism created to utilize best practices and methodologies developed under these projects.



## BEST PRACTICES CAPITALIZED BY CLUSTER FROM THE ASSOCIATED PROJECTS

- BlueSkills: Methods such as play-decide and gamification, training materials used in the Master and Summer school
- EGREJOB: The Green job charter
- HELIOS: E-learning platform and outlines of sector-oriented training curricula
- Maharat Med: Training methodology, extracurricular activities and traineeship programme
- RESMYLE: Mentoring process and approaches

## CLUSTER'S CAPACITY BUILDING PROGRAMME

Based on the capitalization process, the exchange mechanism and research phase described above, CLUSTER's training programme was designed with a specific purpose to address NEETs unemployment in the project Member States through sustainable economy orientation integrate NEETs and women.

The below section describes the training programme main pillars and components:

### Objectives:

1. Adapting Train and upskill NEETs and Women to the needs of the labour market in sustainable sectors;
2. Reinforcing links between TVET, private and social economy sectors.

### Addressed to NEETs:

1. 18-30 age group
2. Women 18+

### Capacity building format:

Online trainings through CLUSTER's e-learning platform:

- Covering four sector-oriented topics (Beginner's Level) : (Aquaponics, Hydroponics, Sustainable Food Processing and Organic Farming), and encompassing basic soft skills learning;
- 36 hours for each sector-oriented topic;
- 36 hours of advanced soft skills learning,
- Asynchronous self-paced learning;
- Blended online techniques with recorded classes.

On-site advanced level trainings:

- 25 hours hands-on and practical training;
- At the premises of a business operating in one of the 4 sectors (Aquaponics, Hydroponics, Sustainable Food Processing, Organic Agriculture) or any training venue suitable for face-to-face training with possibility to conduct practical exercises when applicable;
- Given by experienced trainers on the sector-oriented topics.

### Corporate Social Responsibility (CSR) as part of onsite trainings:

- Covering four sector-oriented topics (Beginner's Level) : (Aquaponics, Hydroponics, Sustainable Food Starts in parallel with the onsite training;
- Aiming to guide the onsite trainees to develop their Corporate Social Responsibility (CSR) skills and knowledge;
- Two collective face to face coaching sessions provided by professional onsite trainers;
- Private sector representative(s) will be invited to either attend the onsite training in person or online, during which the trainees will present to these private sector representative(s) their developed CSR initiative and get feedback and be mentored by the private sector person who can also share with them their own company's CSR initiatives if they have any.
- Coaching output: 1) a single well designed CSR initiative preferably related to onsite sector-oriented training topic developed by the onsite trainees through the support of their onsite trainers and private sector representatives 2) Submitting the CSR initiative to SMEs for current or future implementation consideration 3) This CSR initiative might be a fundament for the potential creation of future youth association between the trainees.

### Internship:

- Up to 3 months internship;
- Supervised and paid through the project;
- Aiming to strengthen learners' working life skills;
- In premises of a business related to the field of the training;
- Under the supervision of the project team for the traineeship management process, and the trainers for the technical aspects and the employability skills performance;
- Taking into consideration the observations of the participants of the interchange scheme.

### **Assessment and Certification:**

#### **For Online training:**

- Certificate of accomplishing based on final assessment upon completion of training topic and submission of the assignments, and passing the assessments.

#### **For On-Site:**

- Pre and Post evaluation;
- A certificate of accomplishment based on the result of the assessment as well as a certificate of participation for trainees who actively participate in the CSR initiative to be provided by the project.

#### **For internships:**

- Recommendation letters from the project as well as form the host upon the successful completion of the internship.

To summarise, CLUSTER's Training Programme ensures a high level of involvement and interaction with the SEAs and Business Operators in the fields of sustainable economy.

The training will be first delivered through CLUSTER's e-learning platform consisting of recorded classes, examination and evaluation of performances of enrolled young NEETs and women.

This online training will be followed by an advanced onsite training in one of the four sector-oriented topics embedded with coaching and mentoring of the trainees to create a CSR initiative. The programme will be completed by 10 internships per country.

### WHY HOST A CLUSTER INTERN?

A lot of employers think that internships are for large corporations. But even small and medium-sized enterprises can take advantage of these mutually beneficial opportunities. Internships allow companies to invest in their own future success and perhaps discover new talent and future leaders.

**Gain new perspectives** – interns are a great way to introduce new ideas and points of view to your company. They usually have freshly gained knowledge on the industry and, combined with their can-do attitude, they can be a source of creative ideas and innovative solutions.

**Reduce your employees' workload** – Hiring interns can be a great way to support your business and employees, especially during busier periods. Interns usually take on light duties, alleviating your employees' workload so they can focus on other tasks.

**Train potential full-time employees** – An internship could be a great way for you to train someone, get them acquainted with your business, and test their abilities before you hire them full time. Think of the internship as a trial period that allows both you and the intern to decide whether your company is the right match for them. Another good thing about making interns full-time employees is that they already know their team members. They are familiar with the work environment, so there will not be a period of adaptation.

**Promote your business among potential jobseekers** – If you do your job well as an employer, and your intern finishes their internship happy and content, it is very likely that they will tell other people about it. Word of mouth can be a powerful tool to spread the message that you are a reliable and trustworthy employer. This can result in receiving more applications for job openings and other internships.

### HOW DOES CLUSTER CREATE BRIDGES BETWEEN THE PRIVATE SECTOR AND TVET INSTITUTIONS?

One of the main activities within the CLUSTER project which intersects with the training programme is the interchange scheme. This scheme is designed to foster communication, networking, knowledge exchange between the private sector and TVET institutions, as well as to enrich the training programme by the observation and feedback received from this kind of exchange.

Within the frame of this scheme, trainers are welcome to spend time in businesses operating in the four sustainable economic sectors to better understand sector needs. Likewise, Private Sector representatives are welcome to spend time at TVET institutions to upscale their connection with the emerging skills, techniques and new trends in training and sustainability concepts.



## ANNEXES

### ANNEX 1: CLUSTER'S TRAINING CURRICULA OUTLINES

#### 1st Module: Aquaponics

##### **Introduction:**

Aquaponics, Aquaponics system, Aquaculture

- Aquaponics benefits, advantages and food benefits
- weakness and disadvantages of aquaponics
- Aquaponics and hydroponics: future of agriculture
- components of Aquaponics system
- Types and shapes of fish farming tanks in aquaponics
- Basic materials Types and shapes of plant growing basins
- Basic material of deep-water culture

##### **Operational materials in aquaponics:**

- Production components
- The mechanism action of the aquaponics system
- The importance of the biological cycle
- beneficial bacteria (Nitrobacteria)

##### **Introducing and raising fish in Aquaponics:**

- Fish transportation and acclimatization
- Fish Feed and breeding
- Duration of fish cycle in aquaponics
- Types of fish raised in aquaponics
- Fish health precautions
- Selection of the agricultural medium (growth medium)
- Types of plants that can be grown in the aquaponics system
- Aquaponics systems and basins

##### **Deep Water Cultivation Technology DWC (Floating Ponds):**

- Nutrient Film Technology (NFT) System
- Filtration - mechanical and biological

##### **Aquaponics growing beds:**

- Bio-Balls
- The water cycle in the Aquaponics system
- Rotate the system and start the bio filter colony

##### **Bacteria in Aquaponics systems:**

- Mineralization
- dissolved oxygen
- Ultraviolet (UV) rays
- Balancing the ecosystem in the aquaponics system

## **2nd Module: Hydroponics**

### **Introduction:**

- Why Hydroponics

### **Hydroponics production size of a country:**

- World soilless production systems and crops grown
- The most important advantages of soilless farming systems
- Productivity of a few greenhouse crops in some Mediterranean countries
- The most important advantages of soilless farming systems

### **Water use efficiency (WUE) of some greenhouse crops in the Mediterranean countries:**

- Nitrogen use efficiency of some greenhouse crops in the Mediterranean countries
- Water consumption per crop in soil and Hydroponics systems under greenhouse conditions
- Hydroponic Technology Benefits
- Hydroponics & Sustainability
- Crops to grow in soilless agriculture
- Types of Hydroponics Systems

### **Substrates used in hydroponics:**

- Rockwool, cocopeat (coir), perlite, vermiculite, expanded clay, peatmoss
- Soilless open system
- Soilless closed system
- Soilless system types
- Ecology and growing systems
- Basic parts of hydroponic systems

### **Hydroponic growing systems:**

- Nutrient Film Technique (NFT)
- Wick system, drip system, Ebb & flow, Aeroponics system
- How to choose hydroponics system

### **Fertilization and watering techniques:**

- Effect of water source on nutrient solution shelf-life
- Water quality and hydroponics system management

### **Nutrient deficiency symptoms:**

- Functional rules and deficiency symptoms of common plant nutrients

### **Essential nutrients supplied by liquid hydroponics fertilizers:**

- Interactions between nutrients
- Nutrient's solution formula for closed hydroponics system
- Micronutrients formula for closed hydroponics system
- Dr. Alan Cooper's mix of nutrients for hydroponics and soilless agriculture in an amount of 1000 L.

### **Green roofs:**

- What is meant by Green Roofs?
- Why is Green Roofs planting?
- Green Roofs benefits and impact
- Green Roof or Living Roofs
- Green Roofs Forms (Examples)
- Practical training in soilless agriculture
- Preparation of nutrient solution
- Nutrient solution for some vegetables and strawberry

## **3rd Module: Organic Farming**

### **Introduction**

#### **Principles of organic farming:**

- Health principle
- Environmental principle
- Principle of justice

### **The importance of organic farming**

#### **Sustainability:**

- Environmental sustainability
- Social sustainability
- Economic sustainability

### **Organic farm site:**

- Standards for the surroundings of the farm
- Standards for the farm
- Quality standards for irrigation water

### **Conversion to organic farming:**

- Conversion phase
- Preparatory steps for conversion

### **Conversion steps:**

- Gather the correct information
- Site analysis
- Knowledge and application of organic agricultural practices
- Complete transformation of organic farming
- Crop selection criteria during conversion
- Conversion period

### **Management in the organic farm:**

- Characteristics of a successful organic farm manager
- The important things that a farmer must make decisions about when starting to work in organic farming

### **Crop management:**

- Crop rotation
- Benefits of using crop rotation
- Crop rotation standards
- Intercropping
- Cover crops

### **Soil cover management:**

- Benefits of using soil covers
- Soil Cover Sources

### **Water management:**

- How do we conserve water in the soil?
- Water harvesting
- Water storage
- Drip irrigation
- Weed management
- Weed management methods

### **Soil fertility management:**

- Organic fertilizers
- Compost and worms
- Compost benefits

### **Factors affecting the manufacture of compost:**

- Signs of compost maturity
- How to add compost?
- Compost manufacturing methods
- Large-scale commercial manufacturing
- Small-scale manufacturing

### **Green manure:**

- Green manure features
- Adding green manure
- Animal dung
- Microbial fertilizer
- Mineral fertilizers

### **Pest and disease management:**

- Prevention practices
- The natural enemies
- Mechanical control
- Biological control

- Natural pesticide
- Organic Farm Records
- Records type
- Organic agriculture certificate:
- What is the benefit of obtaining a certificate
- Steps to obtaining a membership certificate
- Violations and penalties

#### **Organic agriculture certificate:**

- What is the benefit of obtaining a certificate
- Steps to obtaining a membership certificate
- Violations and penalties

### **4th Module: Food Processing**

#### **Introduction**

#### **Food safety**

#### **Getting food safety wrong**

#### **Healthy food**

#### **Food safety responsibility**

#### **The hazard**

#### **The control points**

#### **HACCP**

#### **Cross contamination:**

- preventing cross contamination
- Food poisoning

#### **Good Manufacturing Practices (GMP):**

- Difference between GMP and current GMP
- Domain coverage practice
- The 5 main components of GMP
- Advantages and Benefits of GMP
- Principles and rules of GMP
- Documentation system
- Standards

## **Basic Soft Employment Skills curriculum outline that will be included in the above 4 sector-oriented trainings:**

### **Job management:**

- Planning and building effective indicator
- Self-learning
- Business Ethics and Etiquette
- Dealing with change and understanding workplace culture

### **Job search skills:**

- Resume writing
- Job Interview
- Identify future skills Competency

## **5th Module: Advanced level Soft Employment Skills**

### **Identify and achieve personal goals:**

- Personal Goals Development
- The Knowledge acquisitions
- Skills building
- Enhance thinking skills

### **Build your own success story:**

- The efficiency of positive thinking
- Responsibility
- Self-discipline
- Resilience and endurance

### **Managing emotions in the work environment:**

- Communication
- Teamwork
- Emotional Intelligence
- Problem-Solving Skills

### **Job management:**

- Planning and building effective indicator
- Self-learning
- Business Ethics and Etiquette
- Dealing with change and understanding workplace culture

### **Job search skills:**

- Resume writing
- Job Interview
- Identify future skills Competency
- Future skills and work

## ANNEX 2: THE FIVE CAPITALIZED PROJECTS

[5 projects summaries and weblinks]

### Summary about the associate projects capitalized within CLUSTER for best practice and successful experience fall under Private sector catalogue:

**HELIOS:** enHancing thE social Inclusion Of neetS is a project focusing on the Blue and Circular Economy (BaCE), identified as an economic sector with great potential for a regenerative economic growth among NEETs. The project is providing curricula for innovative targeted and tailored skills training courses oriented towards specific needs of the BaCE labour market and the needs of NEETs, based on direct interaction with local enterprises.

This is achieved through soft skills coaching and mentoring actions, as well as creating e-learning tools and methodologies supported by new technologies to facilitate skills learning for NEETs and women. The project is financed under ENICBCMED programme by EU and is implemented under the lead of E.M. Association ARCES between 2019 and 2023

For more information: <https://enicbcmed.eu/projects/helios>

**EGREJOB:** Euro-mediterranean GREen JOBS" EGREJOB" is a project aims to promote a more sustainable development model through the promotion of green jobs in the Mediterranean. In particular, the transition from a traditional economy to a more sustainable economy, in terms of environmental, social and economic impacts, results in a process of transformation in which the work resource takes a strategic position.

The project was funded by ENPI CBC MED PROGRAM and was implemented with CLUSTER partner The General Agency for Regional Development between 2007–2013

For more information: <http://www.enpicbcmed.eu/sites/default/files/egrejob.pdf>

**BLUE SKILLS:** Blue jobs and responsible growth in the Mediterranean throughout enhancing skills and developing capacities. "BlueSkills" project promotes opportunities for "Blue" marine and maritime careers by developing skills, exchanging knowledge and valorising research for a more sustainable Mediterranean Sea. Its aim is to develop new curricula and increase employability in the marine and maritime sectors.

By supporting the Euro-Mediterranean communities of the Blue Economy stakeholders through higher education, research and innovation, the project will enhance the shared knowledge of the Mediterranean Region.

The project is fully funded by the Italian Ministry of Universities and Research (MUR) and is implemented by the National Institute of Oceanography and Applied Geophysics (OGS), between 2019 and 2023.

For more information: <https://blueskills.inogs.it/content/blueskills-new-label-union-mediterranean>



**Maharat:** Maharat Programme was designed and created by Business Development Centre BDC in Jordan and implemented with the support of USAID to respond to the need for employment and job creation through enhancing youth employability and promoting entrepreneurship. Maharat program included two main innovative learning pillars to facilitate successful school-to-work transition, the Employment Pillar and the Self-employment Pillar.

In addition to a complementary set of elective teambuilding extracurricular activities, the project was funded by the USAID and was implemented by CLUSTER partner BDC between 2005 and 2012. Based on Maharat, BDC Developed Maharat Med which is a 3 year ongoing Programme in line with the UfM flagship Mediterranean Initiative for Jobs (Med4Jobs), to help increase the employability of young people and women, close the gap between labour demand and supply, and foster a culture of entrepreneurship and private-sector development.

For more information: [ufmsecretariat.org](http://ufmsecretariat.org)

**RESMYLE:** Repenser l'emploi et l'insertion sociale des jeunes méditerranéens à travers le développement (Rethinking Employment and Social inclusion of Mediterranean Young people through Local sustainable development) durable project mobilizes 9 Mediterranean operators (cooperatives, associations, universities) in 5 countries (France, Italy, Jordan, Lebanon and Tunisia) around 3 complementary areas of intervention:

- 1) the inclusion of sustainable development topics in the support actions carried out by the organizations (associations, social canterers working on integration of NEETS in the Mediterranean);
- 2) the testing of a set of hands-on field trainings for young people focusing on sustainable development and based on mobility, intercultural exchanges and real environmental issues;
- 3) the creation of a Mediterranean network of eco-incubators of youth-led activities based on a common method and shared tutoring/trainings.

The project is financed under the European Program ENI CBC MED 2014-2020 and implemented under the lead of Coopérative d'Activité et d'Emploi Petra Patrimonia – CDEPP between 2019 and 2023.

For more information: <https://enicbcmed.eu/projects/resmyle>

### **ANNEX 3: GREEN DEAL**

The website link for the Green Deal, Communication from the European Commission  
[The European Green Deal Brussels, 11.12.2019 COM \(2019\) 640 final](#)

### **ANNEX 4: COMPILATION OF IDENTIFIED EFFICIENT PRACTICES**

The website link for the Compilation of identified efficient practices report on CLUSTER library  
[CLUSTER Output 3.4 - Compilation of identified efficient practices](#)



 **CLUSTER**

